

## MANAGEMENT PLAN

DATE:

STUDENT:

Grade: 6/7

School:

Collaboratively planned with:

### Triggers:

Misinterpreting social situations  
Perception that he is being unfairly treated  
Being singled out in class  
Corrected publicly  
Difficulty understanding another's perspective  
Frustration when things go wrong  
Nurses anger over unresolved issues  
Anxiety about wanting to do the right thing  
Does not like to be touched  
Touching his belongings  
Eye to eye contact may be seen to be confrontational

### What most helps this student to be engaged in learning?

- Clear expectations
- Predictable routine
- Simple instructions
- Achievable tasks
- Praise & recognition
- Merit system
- Quiet work space
- Encouragement
- Ignoring low level off task behaviour
- Distraction with task in area of interest eg drawing sketching

### What are the warning signs?

Withdraws from group  
Needs personal space  
Will remove himself from source of conflict  
Argues to justify his position  
Verbalises anger about unresolved issues  
Harassing other students  
Headache due to stress

### What helps to calm this student?

Censure in private  
Talking to mentor  
Provide private space eg calm zone/OFFICE  
Art work/Sketching/drawing  
Will often sketch/doodle while listening to instructions/lesson explanations  
Rapport with teacher  
Clear boundaries  
Give choices  
Allow time to process situation ie take up time  
Position yourself beside student rather than in front (non-confrontational)  
Use Restorative Justice questions to help him debrief after a situation  
Resolve conflict with staff to avoid further escalation

### What does the student do when in crisis?

Escalates rapidly to crisis  
Disrespectful to staff and students  
Verbal threats to students  
Verbal threats to harm staff  
Has difficulty resolving his anger  
Oppositional to staff with whom he has no rapport  
May cry and abscond to playground

## Behaviour Continuum Model

### Background information:

Receives Funding support  
Risk Management Plan  
Has difficulty with compliance because misinterprets situation and feels unfairly treated  
Anger management training  
Often misinterprets verbal instructions and social cues  
Can write thoughts in logical sequence  
Has maths tutoring  
Attends speech therapy  
Often arrives late to school  
Wants to please  
Suffers headaches due to stress  
Suspended for physical violence towards another student  
Linked with external psychologist/paediatrician

### What crisis strategies do you have in place?

School Crisis management plan  
Executive support  
Time out card  
Calm Zone in Office: may need to exit to designated space to calm down  
Tracking card to monitor behaviour  
Parents contacted to attend school to assist in calming him  
Parents called to exit to home

### What is unhelpful?

Public correction  
Talking down to him  
Trying to resolve situation when anger not resolved  
Authoritarian approach to discipline  
Personalising his inappropriate behaviour rather than stating that the behaviour was inappropriate eg "You were irresponsible" rather than "your behaviour was irresponsible"

### Student Strengths:

Plays drums  
Skilful drawing particularly mechanical objects  
Rides Motocross bikes  
Wants to be liked by others  
Can be polite and well mannered  
Will talk to teachers with whom he has positive rapport  
Will show genuine remorse for actions  
Enjoys football

**MANAGEMENT PLAN for STUDENT**

**SCHOOL:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Collaboratively planned with:

**BEHAVIOUR CONTINUUM**

**What crisis strategies do you have in place?**

**What does the student do when in crisis?**

**Triggers:**

**What are the warning signs?**

**What helps to calm this student?**

**What is unhelpful?**

**What most helps this student to be engaged in learning?**

**Student Strengths:**

**Background information:**

- Appropriate adjustments
- Clear expectations
- Simple instructions
- Breaking a task into steps
- Praise & recognition
- Frequent feedback
- Verbal reminders
- Peer role model/buddy
- Visual timetable
- Take-up time
- Encouragement
- Ignoring low level off task behaviour
- Distraction with task in area of interest

- Predictable routine
- Achievable tasks
- Alternative work
- Timely correction
- Non verbal cues
- Visuals
- Legitimate choices
- Calm firm voice
- Quiet work space
- Hands on activities

### 3. ACCELERATION

#### Student behaviour

Argumentative, questioning, challenging, belligerent  
Defensive

Challenges authority

Beginning of loss of rationality

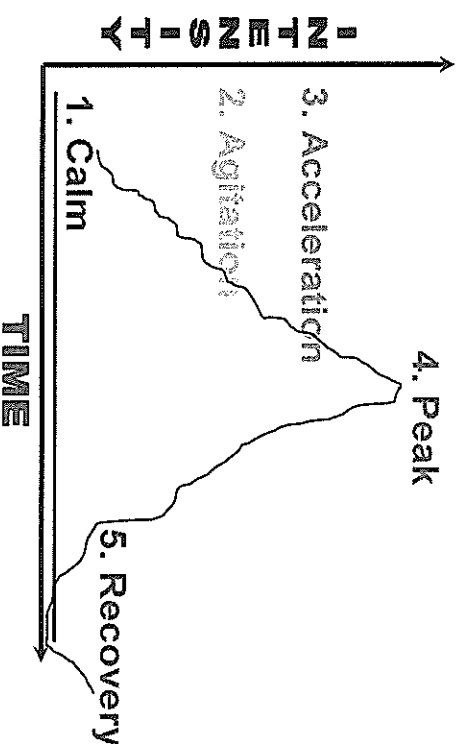
Verbal escalation

May use verbal intimidation.

#### Teacher strategies

- Directive approach
- Appropriate response to questioning eg information seeking/challenging
- Set limits/boundaries
- Reminder rules and expectations
- Choices
- Consequences
- Acknowledge good choices
- Support from buddy teacher.

## BEHAVIOUR CONTINUUM



### 4. PEAK - Crisis

Student behaviour impacts on safety of self and others

#### Student behaviour

Verbal aggression / verbal intimidation

Physical aggression/assault

Self injurious behaviour

May be unaware of impact of behaviour on self and others

Total loss of control.

#### Staff strategies

- Remain calm
- Seek assistance
- Tertiary supports
- Team approach
- Implement crisis management plan
- Exit other students to safety
- De escalate with calming strategies.

### 2. AGITATION

#### Student Behaviour

- Noticeable increase or change in behaviour
- Non directed expenditure of energy eg off task behaviour,
- fidgeting, rocking on chair, off task, pacing
- Increased anxiety.

#### Teacher strategies

- Supportive staff approach
- Empathetic, non judgemental
- Rules and expectations
- Encouragement and reinforcement
- Effective non verbal communication
- Appropriate curriculum and quality teaching strategies
- Routines and organisation.

### 1. CALM

#### Student behaviour

- High level of engagement and learning
- Positive classroom interactions.

#### Teacher responses

- Primary Supports systems
- Reinforce school values
- Reinforce school/class rules
- Implement structures, routines, organisation
- Appropriate learning plan
- Adjustments to curriculum/lesson content
- Acknowledge/reinforce positive behaviour
- Rapport building.

### 5. RECOVERY

#### Student behaviour

- Tension reduction
- Expended energy
- Physically and emotionally drained
- Regained control.

#### Teacher strategies

- Debriefing
- Re establish communication with individual
- Rebuild relationships
- Collaboratively review and develop plans of support.